



Learning Update

Reported up to: April 21, 2025

Sophia Song

PEN: 147107551

Grade 12

Sarah Tarnowsky



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School Message

This is the Semester 2 and Full Year Midterm report. It will show marks and comments for all Semester 2 and Full Year courses.
If you have any questions or concerns regarding classroom assessments, please contact the teacher directly.
Attendance is a summary of student absences from January 29, 2025, to April 21, 2025

Student Plans And Programs

- Individual Education Plan ☐
- BC French Immersion ☐
- IB Program ☐
- Indigenous Program ☐
- International Ed ☐
- ELL ☒

BC FIRST PEOPLES 12

Mr. Scott McKeen

Attendance: Absent: 2 Late: 1

CALCULUS 12

Mr. Eric Chen

Attendance: Absent: 0 Late: 3

CAREER-LIFE CONNECTIONS B (OFF TT)

Term 3: 90% (A)

Jacob Richardson

Term 3 Comments: Sophia has been doing well in Capstone this year. They have generally kept up with expectations in terms of communicating their progress and have completed all required work. Based on what has been communicated so far, Sophia's project is underway and on track. Please be sure to complete the work and submit via MyBlueprint by April 30th. The final step in the process will be to book a time slot to present their work. A schedule will be posted on April 28th, first come first serve. Presentations will be a maximum of 7 minutes in length, with 3 minutes of questions at the end.

A note about marks: The posted mark is an indication of the cumulative level of engagement in the Capstone process to date. It reflects the extent of the progress, made between September and mid-April, and, importantly, the level of accountability for this progress shown during the same period. Please note that the posted mark represents less than 50% of the total course mark and is not indicative of the project's finalized submission. Final marks in June could change significantly, one way or the other based on the quality of the finished project.

If the posted mark is similar to that given on the early February report card, they have been keeping up with project development and have been able to show accountability for that progress when asked.

If the posted mark has dropped since the early February report card, they may be keeping up with the projects' development but have not been accountable for demonstrating any recent project progress.

Attendance: Absent: 0 Late: 0

ADST - COMPUTER PROGRAMMING 12

Term 3: 97% (A)

Mr. Leonard Pelletier

Term 3 Comments: Sophia does everything right in Programming 12. She works hard, asks insightful questions, and creates projects that she's proud of. She is slightly behind on the current project, but catching up quickly. Thanks, Sophia!

Attendance: Absent: 1 Late: 2

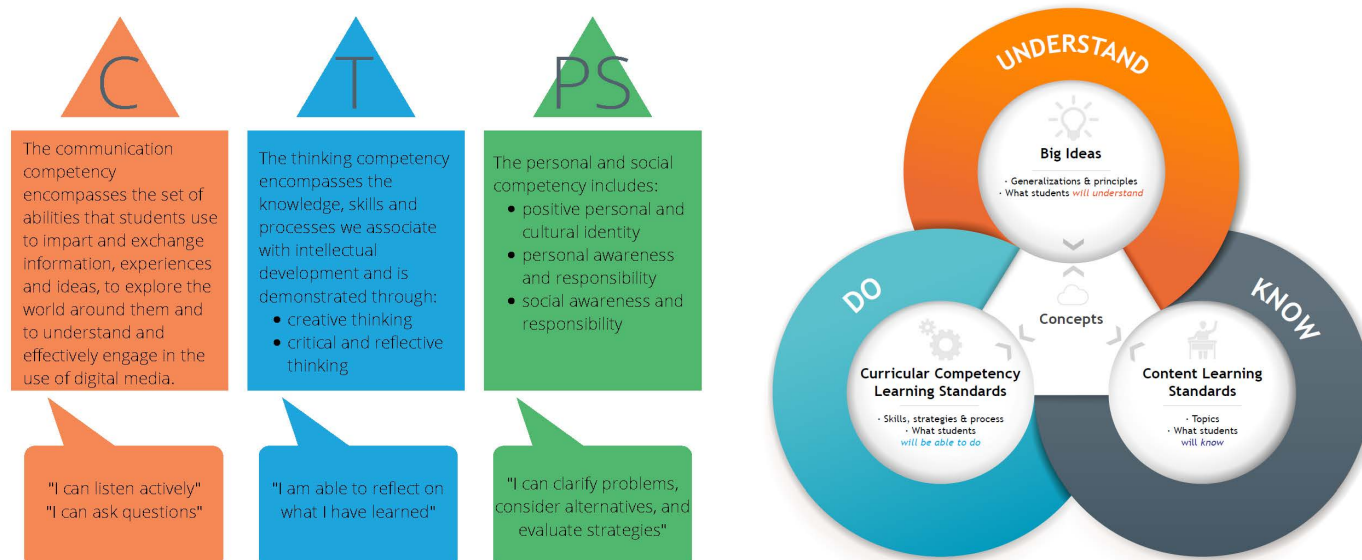
MEDIA DESIGN 12: ANIMATION	Term 3: 95% (A)
Nicholas Booker	
Term 3 Comments: Sophia exhibits a strong foundation of skills with utilizing software in completed work. Line art and use of space and movement are outstanding. Well done! I encourage you to allocate plenty of time to your assignments both during and (whenever possible) outside class, allowing for more thorough refinement and polish (time spent will help smooth frames and transitions; add depth and detail). As you move forward, I encourage you to also continue honing your skills by applying the 12 Principles of Animation to all your submitted work. Remember that these principles serve as foundation for creating fluid, engaging, and visually compelling animations elevating the quality of your work and enhancing the overall impact of your animations. I look forward to seeing your continued growth and innovation as we progress through more complex 3d workflow. Keep up the good work!	
Attendance:	Absent: 1 Late: 0
STATISTICS 12	Term 3: 79% (B)
Ms. Jacqueline Sheppet	
Term 3 Comments: Work habit: G Student progress: Sophia is working on communicating and justifying her thinking and processes through detailed and logical work in the first four Statistics units. She uses mistakes encountered during class and independent practice as opportunities to advance her learning. It has been a sincere pleasure to teach Sophia once again!	
Attendance:	Absent: 0 Late: 0

WOODWORK 12	Term 3: 80% (B)
Mr. Bryan Erickson Jenny zztc Oikawa	
<p>Term 3 Comments: In this course, students are working to demonstrate and improve their skills in the three following ADST curricular competencies: Applied Design, Applied Skills, and Applied Technologies. These encompass BC's core competencies of Creative Thinking, Critical & Reflective Thinking, Communicating, Personal Awareness & Responsibility.</p> <p>Standards Based Grade: Proficient</p> <p>Strength(s): safety, communication</p> <p>Area(s) for growth: creative thinking, critical thinking</p> <p>What to focus on for further development: troubleshooting</p> <p>Attendance: Absent: 1 Late: 0</p>	

A Guide to your Child's Progress Report

The provincial curriculum, with its focus on Big Ideas, Core Competencies, Curricular Competencies, and essential Content, is intended to be an enabling framework, giving teachers space and flexibility to innovate. The curriculum design respects the unique nature of disciplines while supporting cross curricular learning. The provincial curriculum supports student-driven, inquiry-based approaches to teaching and learning by placing an increased focus on concepts and content that address 'real-world' issues and problems.

Core Competencies and Know-Do-Understand



Proficiency Scale Achievement

Increasing Proficiency →			
Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
"I am just getting started" "I learn best with help"	"I get some of it" "I'm beginning to do more and more on my own"	"I get it" "I can do it on my own"	"I get it and go beyond what is expected" "I can teach it to a friend"



Scan the code or visit <https://curriculum.gov.bc.ca/rethinking-curriculum> to learn more about the BC Curriculum Redesign

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